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Instruction

CONCEPTS AND ROLES 6000

PHILOSOPHY OF EDUCATION 6010

The Fairfield Board of Education's educational philosophy is based upon the concepts of a democratic society. This philosophy recognizes, respects, and promotes the dignity and worth of the individual.

The Board believes that education should provide for the intellectual, ethical, physical, emotional, and social growth of all students. An appropriately rigorous course of studies pursued in an orderly, courteous atmosphere will allow students to develop their full potentialities and achieve an understanding of their rights and responsibilities as students and as members of society.

The curriculum offered to all students in the basic disciplines and the arts, at all levels, should be rich, stimulating, and challenging.

Approved 8/27/04

Instruction

Concepts and Roles

INSTRUCTION - GENERAL 6020

The Board of Education believes the instructional program of the public schools to be among its highest priorities, and it is therefore important for the Board and the professional staff to work cooperatively in determining educational goals and objectives that meet the needs of students.

Within the budget provided by the Town, the Board of Education will provide personnel, equipment, instructional supplies and materials, and other support required to meet professional staff needs and community goals. The Board, recognizing that education is continually evolving, supports on-going professional development for certified and non-certified staff.

The Superintendent of Schools or designee shall present regular evidence of student progress and of program modifications based on evaluations that are consistent with district goals and objectives. Evidence of educational productivity is important in evaluating the educational system, guiding improvement efforts, and developing public support for the schools.

Approved 8/27/04

Instruction

Concepts and Roles

APPROACH TO INSTRUCTION 6030

It shall be the instructional philosophy of the Fairfield Public Schools to use, whenever possible, an approach to teaching and learning that requires staff to examine and evaluate the individual student’s work against standards and benchmarks and develop instruction that is designed to meet

individual needs and ensure achievement of the curriculum.

Approved 8/27/04

Instruction

SCHEDULES **6100**

STUDENT CALENDAR **6110**

The Superintendent of Schools or designee shall recommend school calendars meeting all statutory requirements to the Board of Education for its review, modification, as it believes appropriate, and approval.

The calendars recommended to the Board may include the operation of schools on State holidays providing a suitable nonsectarian educational program is held to observe the holiday, except for those holidays that occur in December and January (Christmas Day, New Year's Day, and Martin Luther King Day).

The school calendar shall show school days in each school month, the number of school days in each month, legal and local holidays, staff development days, early closing days, academic breaks, report card periods, contingency make-up dates for possible emergency closings, and other pertinent dates, including the date of graduation for students in grade twelve (12).

The Board may establish a graduation date on or after the one hundred eightieth day in the adopted school calendar. The graduation date may be modified after April 1st, in any school year by the Board establishing a firm graduation date, which at the time of such establishment provides for at least one hundred eighty (180) days of school.

To benefit children, families, and school staff in their planning, multiple-year school calendars are preferable to single-year calendars.

Legal Reference: Connecticut General Statutes
1-4 Days designated as legal holidays
10-15 Towns to maintain schools
10-29a Certain days to be proclaimed by governor. Distribution and number of proclamations

10-261 Definitions
PA 95-182 An Act Concerning Reduction of Education Mandates
PA 96-108 An Act Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates

Approved 8/27/04

Instruction

Schedules

ADMINISTRATIVE REGULATIONS ON
STUDENT CALENDAR **6110AR**

In developing a student calendar for submission to the Board of Education, the Superintendent shall consider the following objectives:

- Begin school during the last week of August;
- Provide for staff and student orientation days before the start of school;
- Review calendars of the regional program providers and coordinate the Fairfield calendar to the degree practical to facilitate student participation in regional programs;
- Avoid holding school on the optional State holidays (Columbus Day, Veterans' Day, and Presidents' Day) in addition to Election Day and the first full day of Rosh Hashanah and Yom Kippur;
- On the eve of Rosh Hashanah and Yom Kippur there will be no after school or evening activities;
- Avoid holding school on Christmas Eve and schedule a half day of instruction on the Wednesday before Thanksgiving;
- Reopen schools after the December recess as close to January 1st as legally and practically permitted;
- Provide an academic break in February and April that avoids State test administration

periods;

- Provide early release days for parent / teacher conferences in the fall and spring;
- In setting the February and April break maintain comparable periods of instruction between the break periods; and
- Provide make-up dates for a minimum of three (3) school-closing days before make-up days are removed from the April academic break. If a day must be removed from the April academic break to make-up for school closings, the day will be removed from the beginning of the break week.

8/27/04
Revised 10/27/09

Instruction

Equal Educational Opportunity

REDUCTION OF RACIAL, ETHNIC AND ECONOMIC ISOLATION 6114

The Board of Education shall provide, in conformity with all applicable state statutes and regulations, educational opportunities for students to interact with students and teachers from other racial, ethnic and economic backgrounds in order to reduce racial, ethnic and economic isolation. Such opportunities may be provided with students from other communities.

The Board shall report biennially to its regional education service center (CES) on district programs and activities undertaken to reduce racial, ethnic and economic isolation. Such information shall, through the regional service center and the Commissioner of Education, be reported to the Governor and the General Assembly.

Legal Reference: Connecticut General Statutes

10-4a Educational interests of state defined, as amended by PA 97-290 An Act Enhancing Education Choices and Opportunities.

10-220 Duties of boards of education

Approved: 8/9/2007

Instruction

Schedules

SCHOOL DAY **6120**

Grades 1-12

The Superintendent of Schools shall ensure that:

- The school year provides a minimum of nine hundred (900) hours of actual schoolwork; in meeting this requirement, no more than seven (7) hours of actual schoolwork on a given day shall be credited toward meeting the nine hundred (900) hour minimum.
- In case of an early school closing or delayed opening because of weather, the district will still provide a minimum of nine hundred (900) hours of actual school work by the conclusion of the school year.
- Should it be necessary to consider alternative scheduling in any single school year because of unusual circumstances, which, could interfere with fulfilling the one hundred eighty (180) day school year requirement, the Superintendent or designee, shall recommend to the Board a plan for alternative scheduling to be transmitted to the State Board of Education for its consideration and possible approval.

In complying with statutory requirements for a minimum of nine hundred (900) hours per year, the Superintendent shall exclude from the definition of actual school work that time provided for student lunch periods and non-instructional recesses at the elementary schools and students' lunch and passing time in the secondary schools.

Kindergarten

The Superintendent of Schools shall ensure that:

- The school year provides at least one hundred eighty (180) days of school.

- The school year provides a minimum of four hundred fifty (450) hours of actual schoolwork; in meeting this requirement, no more than seven (7) hours of actual schoolwork on a given day shall be credited toward meeting the four hundred fifty (450) hour minimum.
- Should it be necessary to consider alternative scheduling in any single school year because of unusual circumstances which, could interfere with fulfilling the one hundred eighty (180) day school year requirement, the Superintendent shall recommend to the Board a plan for alternative scheduling to be transmitted to the State Board of Education for its consideration and possible approval.

Instruction

Schedules

SCHOOL DAY (continued) 6120

Kindergarten (continued)

In complying with statutory requirements for a minimum of four hundred fifty (450) hours per year for kindergarten, the Superintendent shall exclude from the definition of actual school work that time provided for student lunch periods and non-instructional recesses.

Special Education

Unless otherwise specified in a child's individualized education program, the minimum day and year for a child requiring special education and related services shall be the same as that for a child in the regular education program.

Legal Reference: Connecticut General Statutes
10-15 Towns to maintain schools
10-16 Length of school day (as amended by PA 95-182 An Act Concerning Reduction of Education Mandates)
10-16b Prescribed courses of study
10-220 Duties of boards of education

Approved 8/27/04

Instruction

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Schedules

EMERGENCY AND DISASTER PREPAREDNESS 6130

The Board of Education recognizes its obligation to students, staff and the community to be prepared to deal with various emergencies as they arise, ensuring to the greatest extent possible the safety of District students, staff and visitors.

All employees of the school system are responsible for doing everything in their power to promote the safety of all of the students at all times.

District staff shall be prepared to respond immediately and responsibly to any combination of events which threaten to result in a disaster when it occurs.

The Superintendent shall develop and maintain an emergency preparedness plan which shall make provisions for handling a variety of foreseeable emergencies. The emergency plan shall be kept current. Governmental agencies and bodies vested with the responsibility for directing and coordinating emergency services on local and state levels shall be included in the preparation and implementation of the plan.

The plan shall specify procedures to be taken in the District in the event of an emergency. As appropriate, the Board shall enter into cooperative agreements with other governmental entities to assure proper coordination and support during emergencies.

The administration shall require the Building Principal to maintain procedures for fire, civil defense, and other emergencies, in accordance with the District's plan and to insure the maintenance of the fire alarm system and regular and emergency exits of all buildings. In addition, the Building Principal shall communicate necessary procedures for emergencies with appropriate staff.

Legal Reference: Connecticut General Statutes
10-221 Boards of education to prescribe rules
10-231 Fire drills

52-557b Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel not required to administer or render.

Approved 10/27/2009

Instruction

EMERGENCIES AND DISASTER PREPAREDNESS

PANDEMIC/EPIDEMIC EMERGENCIES 6130.1

The Board recognizes that a pandemic/epidemic outbreak is a serious threat that stands to affect students, staff, and the community as a whole. With this consideration in mind, the Board establishes this policy in the event the town/municipality and/or school district is affected by a pandemic/epidemic outbreak. At all times the health, safety and welfare of the students shall be the first priority.

Planning and Coordination

The Superintendent shall designate one or more staff members to serve as a liaison between the school district and local and state health officials. This designee is responsible for connecting with health officials to identify local hazards, determine what crisis plans exist in the school district and community, and to establish procedures to account for student well-being and safety during such a crisis. The designee shall work with local health officials to coordinate their pandemic/epidemic plans with that of the school district.

The District shall develop a curriculum component for health classes that is designed to teach students about preventing or limiting the spread of communicable diseases.

With fiscal concerns in mind, the District shall purchase and store supplies necessary for an epidemic/pandemic outbreak, including but not limited to disinfectant products, face masks, water, examination gloves, and other supplies as recommended by the school nurse and/or School Medical Advisor.

The Superintendent shall develop procedures and plans for the transportation of students in the event of an evacuation. Such procedures shall include provisions for students who cannot be transported to home at the time of the evacuation.

Response

In the event anyone within the school is discovered or suspected by a licensed medical professional to have a communicable disease that may result in an epidemic/pandemic, that person shall be immediately separated from other individuals and observed until further medical examination. Local and state health officials shall be notified immediately.

In conjunction with local and state health officials, the Superintendent shall ascertain whether an evacuation, lockdown, or shelter-in-place needs to be established. As soon as such a decision has been made, the school district shall attempt to notify the parents of all students.

Board of Education
Policy Guide

Instruction

EMERGENCIES AND DISASTER PREPAREDNESS

PANDEMIC/EPIDEMIC EMERGENCIES (continued) **6130.1**

In the event of an evacuation, the Superintendent is charged with determining when the school shall re-open. In the event of a lockdown or shelter-in-place, the Superintendent shall notify all proper authorities and relief agencies to seek their assistance for the duration of the lockdown or shelter-in-place.

Infection Control

Parents are urged to report to the school nurse as soon as possible when their child has a communicable disease. Students are not to attend school when ill. A student should remain at home for 24 hours after his/her temperature has returned to normal without the aide of fever reducing medication.

Continuance of Education

The Superintendent shall develop a plan of alternate means of educating students in the event of prolonged school closings and/or extended absences. Such a plan may include providing students with assignments via mail, local access cable television, or the school district's website.

The Superintendent is authorized to amend the traditional class schedule and schedule of days. Such a plan may include extending the school day, having school days held on Saturdays if Connecticut statute changes, the use of previously scheduled vacation days, and/or extend the

school year beyond the previously established end of school year, within applicable statutory requirements.

(cf. 5141.22 – Communicable/Infectious Diseases)
(cf. 5141.6 - Crisis Management Plan)
(cf. 6114 – Emergencies and Disaster Preparedness)
(cf. 6114.6 – Emergency Closings)

Legal Reference: Connecticut General Statutes

10-154a Professional communications between teacher or nurse and student.
10-207 Duties of medical advisors.
10-209 Records not to be public.
10-210 Notice of disease to be given parent or guardian.
10-221 Boards of education to prescribe rules.
19a-221 Quarantine of certain persons.
52-557b Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel not required to administer or render.

The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99.

Approved 10/27/2009
Revised and Approved 11/10/09

Instruction

Schedules

SCHOOL CLOSING FOR EMERGENCY CONDITIONS 6131

Every attempt will be made to keep schools open according to the calendar approved by the Board of Education. However, there are times when emergency closing of schools is necessary.

Closing of schools, late opening, or early dismissal for inclement weather or emergency conditions will be decided by the Superintendent of Schools or designee based upon the best

possible information available.

The Superintendent or designee will notify the building principals, the bus company, and the Maintenance Department as soon as a decision is reached. They will be responsible for informing their staff.

In the case of closing the schools for weather or emergencies, administrators and non-certified personnel should make every effort to reach their assigned duties as soon as roads are passable or the emergency condition is deemed safe by school administrators.

Emergency or discretionary leave may be used for those unable to reach a building unless the Superintendent or designee feels conditions are severe enough that all employees are dismissed from attending work.

Every effort should be made to notify employees of the status of opening, either by phone by posting on the Fairfield Public Schools web site, or through radio broadcasts.

Approved 8/27/04

Instruction

Schedules

Emergency and Disaster Preparedness

FIRE EMERGENCY (DRILLS) 6132

In the event of fire in any school facility, the Fire Department shall be called immediately after the fire alarm is activated.

The principal or headmaster of each school shall hold at least one (1) fire drill each month in which all students, teachers, and other employees shall be required to leave the school building. A crisis response drill may be substituted for one (1) of the required monthly school fire drills every three (3) months.

- Students must quietly leave the building in an orderly and rapid manner and teachers are required to confirm that no student remains in the building.

- Real emergencies often call for alternate exits to be used. Teachers must be prepared to select and direct their classes to these alternate exits in the event the designated escape route is blocked.

- A record shall be kept in the principal's office of each fire drill and crisis response drill conducted. A copy of the record shall also be filed in the Office of the Superintendent.

Principals and teachers shall recognize that the essential element in any emergency is prevention of panic.

Legal Reference: Connecticut General Statutes 10-231 Fire drills (as amended by PA 00-220)

Approved 8/27/04

Instruction

Schedules

CEREMONIES AND OBSERVANCES 6140

RECOGNITION OF RELIGIOUS HOLIDAYS 6141

The recognition of religious holidays provides a natural opportunity to promote an appreciation for and respect of diversity. Learning opportunities should extend beyond Judeo-Christian beliefs reflecting the diversity of global cultures.

- Recognition of religious holidays must support curricular objectives and shall not dominate the educational program.

- All religions must be afforded equal dignity with none advanced or disparaged.

- Classroom and school decorations which are part of custom and which have no direct religious meaning (e.g., cornucopia, wreath, garland, candy canes, holly) may be displayed for a period of time appropriate to the holiday.

- Programs and concerts should focus on seasonal rather than religious themes. Performances that recognize holidays must be of an artistic not religious nature. Religious

music must not dominate any school program.

- Program selections should not, by their nature, exclude students from participation. The parents or guardians may exclude their children from a program involving the recognition of religious holidays or a celebration that is in conflict with family beliefs. The parent or guardian shall send written notification of the child's exclusion to the principal.

- No school events (including rehearsals, performances, athletic practices, and games) are to be scheduled on major religious holidays that are also school holidays, i.e., Good Friday, Christmas, and the eves and first full days of Rosh Hashanah and Yom Kippur. Normal school activities may proceed on religious holidays that are not school holidays. However, students cannot be required to attend nor are they to be penalized for missing class, homework, practices, games, rehearsals, performances, etc., because of religious observance.

- The Superintendent shall designate a central office administrator to provide direction to building administrators regarding this policy and provide for a review of building activity calendars.

Approved 8/27/04

Instruction

Schedules

Ceremonies and Observances

UNITED STATES FLAG 6142

The flag of the United States of America shall be raised, weather permitting, above each school and at other appropriate places during all school sessions.

The United States Flag shall be displayed in each schoolroom each day school is in session.

Legal Reference: Connecticut General Statutes 10-230 Flags for schoolrooms and schools

Approved 8/27/04

Instruction

Schedules

Ceremonies and Observances

OPENING EXERCISES 6143

The morning opening exercises or homeroom period will include an opportunity to recite the Pledge of Allegiance. Those students who have religious or conscientious objections will be excused from participating.

The Board of Education shall provide opportunity at the start of each day to allow those students and teachers who wish to do so, the opportunity to observe such time in silent meditation.

Legal Reference: Connecticut General Statutes
10-16a Silent meditation
10-230 Flags for schoolrooms and schools
PA 02-119 An Act Concerning Bullying Behavior in Schools and Concerning the Pledge of Allegiance

Approved 8/27/04

Instruction

Schedules

Ceremonies and Observances

RELIGIOUS OBSERVANCES AND DISPLAYS 6144

It is the policy of the Board of Education that no religious belief or non-belief will be promoted by the district or its employees and none will be disparaged. The district will encourage all

students and staff members to appreciate and respect each other's religious views. The district will use all opportunities to foster understanding and mutual respect among students and parents or guardians, whether they involve race, culture, economic background, or religious beliefs. Students and staff members shall be excused from participating in practices that are contrary to their religious beliefs unless there are clear issues of overriding concern that would prevent it. There will be no benedictions, invocations, or other form of group prayer at any school functions or exercises.

The district recognizes that one of its educational goals is to advance the student's knowledge and appreciation of the role that our religious heritage has played in the social, cultural, and historical development of civilization.

Therefore, the practices of the district will be:

- The customs of several holidays throughout the year that have a religious and a secular basis may be recognized in the schools.

- The historical and contemporary values and the origin of religious holidays may be explained in an unbiased and objective manner without sectarian indoctrination.

- Music, art, literature, and drama having religious themes are permitted as part of the curriculum for school-sponsored activities and programs if presented in a prudent and objective manner and as a traditional part of the cultural and religious heritage of the particular holiday.

- The use of religious symbols such as a Crescent, Cross, Menorah, Star of David, symbols of Native American religion, or other symbols that are a part of a religious holiday is permitted as a teaching aid or resource provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and the display is temporary in nature.

It is also the policy of the Board that religious literature, music, drama, and the arts will be included in the curriculum and in school activities provided that it is intrinsic to the learning experience in the various fields of study and is presented objectively.

Instruction

Schedules

Ceremonies and Observances

RELIGIOUS OBSERVANCES AND DISPLAYS (continued) 6144

The emphasis on religious themes in the arts, literature, and history will only be as extensive as necessary for a balanced and comprehensive study of these areas. Such studies should never foster any particular religious tenets or demean any religious beliefs.

Student-initiated expressions to questions or assignments that reflect their beliefs or non-beliefs about a religious theme will be accommodated. For example, students are free to express religious belief or non-belief in compositions, art forms, music, speech, and debate.

Approved 8/27/04

Weighted Grades 6146.11

The Board of Education is in favor of weighted grading for all levels including honors and advanced placement courses. The grade weighting system, developed by the administration, is subject to the approval of the Superintendent who shall then present the grade weighting system to the Board for its approval. Students and parents shall be advised of this policy and the specifics of the grade weighting system annually at the time of course selection via the program of studies and student/parent handbooks.

Legal Reference: Connecticut General Statutes
Section 10-220 g.

Approved: 5/9/06

Instruction

CURRICULUM 6200

The curricula of the schools shall be in accord with the Board of Education's adopted goals and legal requirements. The curriculum design shall be a K-12 program with appropriate articulation

between elementary and middle schools, and between middle and high schools.

A program of continuing improvement and development of the curriculum shall be in effect. Curriculum development by the certified staff shall be guided by the document *Curriculum Development in the Fairfield Public Schools, Framework and Procedures*, and such factors as the following:

- actual studies and information concerning the needs of students in this school district;
- the range of abilities, aptitudes, and interests of the students;
- input from residents of the school district; and
- avoidance of discrimination.

The Board of Education has the responsibility for establishing curricula for the school district. Teachers shall teach within the approved curricula.

The Board of Education desires that unnecessary duplication of work among the various school levels be eliminated, and that courses of study and syllabi be effectively coordinated.

The Board of Education supports opportunities for faculty to consult and assist in curriculum development through workshops, study groups, assistance from outside consultants, and an extended school year to allow teachers to work on curriculum during the summer.

Periodic reports, including planned pilot programs, shall be made to the Board of Education.

Legal Reference: Connecticut General Statutes
10-15 Towns to maintain schools
10-15c Discrimination in public schools prohibited
10-16b Prescribed courses of study
10-16c et seq. re Family life education
10-17 English language to be medium of instruction
10-17 et seq. re Bilingual instruction
10-18 Courses in United States history, government and duties, and responsibilities of citizenship
10-18a Contents of textbooks and other general instructional materials

Instruction

CURRICULUM (continued) 6200

Legal Reference: Connecticut General Statutes
(continued) 10-18b et seq. re Firearms safety programs
10-19 Effect of alcohol, nicotine, or tobacco and drugs to be taught
10-19a et seq. re Substance abuse prevention team
10-221a High school graduation requirements
10-21 et seq. re Vocational education and cooperation with business

Approved 8/27/04

Instruction

Curriculum

AREAS OF THE CURRICULUM 6210

In keeping with the Board's philosophy, students may be involved in the following areas of the curriculum:

- Alternative Education (Learning Cooperative)
- Art
- Business Education
- Career Education
- English Language Arts
- Family and Consumer Science
- Health and Family Life Education
- Industrial Technology
- Information and Technology Literacy and Skills
- Kindergarten
- Library Media
- Mathematics
- Music
- Physical Education
- Reading
- Science
- Social Studies
- Special Education

- Theater Arts / Visual Communications
- Vocational Education
- World Languages

Approved 8/27/04

Instruction

Curriculum

CURRICULUM GUIDES 6211

Curriculum guides, covering various areas of instruction, shall be compiled for use by the teaching and supervisory staffs. These guides shall be revised as necessary to keep them current and effective.

Approved 8/27/04

Instruction

Curriculum

CURRICULUM EVALUATION 6212

An evaluation of the curriculum and its effectiveness shall be made periodically and reported to the Board of Education by the Superintendent or designee.

A part of the evaluation of educational programs shall include follow-up surveys of Fairfield high school graduates.

Legal Reference: Connecticut General Statutes
10-76d(g) Duties and powers of boards of education to provide special education programs and services
Title IX of the Education Amendments of 1972, 20 USC 1681 et seq.

Approved 8/27/04

Instruction

Curriculum

EQUIVALENCE OF RESOURCES AMONG THE SCHOOLS 6213

It is the policy of the Fairfield Board of Education to ensure equivalence among schools in teachers, administrators, and other staff, and in the provision of curriculum materials and instructional supplies.

CREF 0120 and 5550

Approved 8/27/04

Instruction

Curriculum

BASIC INSTRUCTIONAL PROGRAM 6220

FAMILY LIFE AND SEX EDUCATION 6221

The Board of Education recognizes that helping students attain a mature and responsible attitude toward human sexuality is a continuous task of every generation. Parents or guardians have the primary responsibility to assist their children in developing moral values. The schools should support and supplement parents or guardians' efforts in the areas of family life and sex education by offering students factual information and opportunities to discuss concerns, issues, and attitudes inherent in family life and sexual behavior, including traditional moral values.

The Citizens Family Life Committee, established by the Board of Education, assists the staff in developing and monitoring the family life and sex education curriculum. The committee shall be advisory to the Board of Education and shall work in cooperation with the Superintendent or designee.

Students and parents or guardians shall be informed annually of their right to exempt the student from the family life curriculum.

Legal Reference: Connecticut General Statutes
10-16c State board to develop family life education curriculum guides
10-16d Family life education programs not mandatory
10-16e Students not required to participate in family life education programs
10-16f Family life programs to supplement required curriculum

Approved 8/27/04

Instruction

Curriculum

Basic Instructional Program

READING / LANGUAGE ARTS 6222

Reading and language skills are integral parts of all phases of the learning process. Each individual, therefore, must learn to speak, read, write, and listen to words in order to function effectively in school and society. Since it is primarily with words that ideas and thoughts are communicated, it is imperative that the individuals develop competency in the reading and language arts areas for self-fulfillment, effective communication, creative expression, and the assumption of a productive role in society. Each individual must be provided with an educational program at his level of ability and achievement. Such a program will emphasize differentiation of instruction, flexible grouping, and a multi-modality approach.

Recognizing the importance of establishing the appropriate foundation during the primary grades and its statutory requirements, the Board of Education, by September 1, 1999, will develop and implement a three (3) year plan to improve the reading skills of students in grades K through 3

inclusive. The goal of such plan is to have all students attain or exceed the state's reading competency standard.

The plan shall include:

- the specific instructional methods, strategies, and activities that will be used to teach reading;
- ways to access and help students in danger of not learning to read by the end of first grade;
- periodic evaluations of students' reading levels;
- more time for instructing students who do not progress or who read below grade level;
- in-service training for elementary school teachers in how to teach reading and language arts;
- ways to involve the parents or guardians in encouraging their children's reading growth and success;
- ongoing data collection and monitoring of program effectiveness; and
- a school and public library partnership to improve pre-reading and reading skills.

Instruction

Curriculum

Basic Instructional Program

READING / LANGUAGE ARTS (continued) 6222

Legal Reference: Connecticut General Statutes
10-220a In-service training. Professional development. Institutes for educators. Cooperating and beginning teacher programs, regulations
10-221h Plan to improve reading skills
10-265g Summer reading programs required for priority school districts. Evaluation of student reading level. Personal reading plans
10-266p Priority school district grant program

PA 99-288 An Act Concerning Education Accountability

Approved 8/27/04

Instruction

Curriculum

Basic Instructional Program

DISSECTION OF ANIMALS IN THE CLASSROOM 6223

Dissection of animals is one of many valid instructional methods used to enable students to achieve specific learning outcomes in life science courses at the middle school and high school levels. Laboratory and dissection activities will be conducted with sensitivity and appreciation for the organisms and the students.

A student may choose teacher-determined alternative(s) to dissection, which enable the student to achieve the specific learning outcomes of the course. If a student chooses the teacher-determined alternative to dissection, teacher guidance and assistance will be available. The selection of an alternative will not in and of itself affect the student's grade.

Approved 8/27/04

Instruction

Curriculum

Basic Instructional Program

ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS) 6224

The Board believes education is the best way to prevent the spread of AIDS. Through learning the facts about Human Immunodeficiency Virus / Acquired Immune Deficiency Syndrome HIV / AIDS, students are better able to make decisions that will keep them healthy. The health curricula shall include information on both the cause and prevention of HIV / AIDS.

Students will be exempt from instruction on AIDS upon written request of the parent or guardian in accordance with regulation.

Legal Reference: Connecticut General Statutes 10-19b AIDS education

Approved 8/27/04

Instruction

Curriculum

Basic Instructional Program

EXAMINATION OF
INSTRUCTIONAL AND EDUCATIONAL MATERIAL 6225

Parents or guardians of a student shall have the right to inspect, upon request, any instructional material used as part of the educational curriculum.

The term "instructional material" means instructional content that is provided to a student, regardless of format. It does not include tests or academic assessments.

Legal Reference: PL 103-227, Section 1017 (which amends Section 439 of the General Education Provisions Act)
PL 107-110, (HR 1-"Leave No Child Behind") § 1061/1062- Student privacy, parental access to information, and administration of certain physical examinations to minors

Approved 8/27/04

Instruction

Curriculum

ATHLETIC PROGRAMS 6226

The Fairfield Board of Education believes that athletic programs and competition play an

important role in fostering the academic, social, emotional and physical development of students. In keeping with its mission, goals and objectives, the Fairfield Public School System's Athletic Program will provide student-athletes with opportunities for such growth by offering competitive interscholastic and intramural team sports. It is intended that students will have an educational, worthwhile, and memorable experience while enjoying the fun, teamwork and friendships that come from playing school sports. **The program is based on high standards of honesty, fairness, equity, self-discipline, teamwork and good sportsmanship. These expectations apply to both student-athletes and coaches.**

As the purpose of school athletics is both developmental and recreational, the athletic program should encourage participation by as many students as possible and be carried out with the best interests of the participants as the primary consideration. Coaches should recognize that participation must not unreasonably interfere with other obligations in the school, community and home, e.g., homework, the observance of religious customs. The Fairfield Public School System adheres to all regulations of the Connecticut Interscholastic Athletic Conference (CIAC), the regulatory agency for high school interscholastic athletic programs in Connecticut. The Board directs the administration to develop administrative regulations to implement this policy.

Approved 9/25/2007

Instruction

Athletic Programs **6226AR**

ADMINISTRATIVE REGULATIONS

REQUIREMENTS FOR STUDENT PARTICIPATION:

Students will be entitled to participate in school athletic programs on the basis of their physical condition, desire and overall eligibility as outlined in the high schools' athletic handbook. Intramural athletic activities will be provided, as an outgrowth of class instruction in physical education, commensurate with the grade level of the students involved.

Each student who chooses to participate in an interscholastic athletic program is required to have on file, in the offices of the building administrator and the Athletic Director, a certificate of consent, which is signed by the parent or legal guardian. This certificate of consent will be in effect for each student for each sports season. In addition, no student may start practice for any athletic team until he or she has been approved by a medical doctor in accordance with BOE Policy 5510.

REQUIREMENTS FOR HIRING, TRAINING AND EVALUATING COACHES:

For both intramural and interscholastic athletics, qualified personnel, holding a valid coaching certificate, shall be provided for coaching and supervising student athletes and athletic events.

Legal Reference: Connecticut General Statues
10-149 Qualifications for coaches of intramural and interscholastic athletics.
Stratton, PPA v. St. Joseph's High School, Bridgeport Superior Court,
June 4, 1986 (12 CT 26)9/87.

Prior to the beginning of each season, each coach is required to attend a pre-season orientation meeting in which district and CIAC policies are reviewed. Coaches are required to review appropriate policies, including Title IX, Substance Abuse (Policy 5313), Smoking (Policy 5314), Hazing (Policy 5325), and Recognition of Religious Holidays (Policy 6141) with their students athletes throughout the course of the season. In addition, each high school in the district must hold a mandatory pre-season parent meeting in which these policies are reviewed. Coaches will be monitored throughout the season for compliance with all BOE policies and CIAC regulations.

It is the expectation of the Fairfield Board of Education that athletes playing in CIAC-controlled and non-CIAC-controlled athletics will be chemical-free. Therefore, the Fairfield School District prohibits the use of anabolic steroids, hormones and analogues, diuretics, blood doping procedures, and other performance enhancing substances and practices identified as banned by the NCAA and the USOC.

Instruction

Athletic Programs **6226AR**

ADMINISTRATIVE REGULATIONS
(continued)

A student athlete who has been determined to have used, in or out of season, androgenic/anabolic steroids or other performance enhancing substances shall be declared ineligible for all CIAC-controlled and non-CIAC controlled athletic activities for 180 school days on each occurrence. The 180 school day period of ineligibility commences on the day the CIAC Board of Control or the High School Headmaster and Athletic Director, in the case of non-CIAC athletic activities,

makes such a determination.

The Fairfield Board of Education likewise prohibits the use of alcohol and performance enhancing food supplements, including Creatine, by students involved in interscholastic or intramural athletic programs, other than use for a valid medical purpose as documented by a physician. Body building and enhancement of athletic ability and performance are not considered valid medical purposes. In addition to the regular school disciplinary practices, consequences for violations of this policy can include suspension from practices and games and/or exclusion from the team.

School personnel and coaches will not dispense any drugs, medication or food supplements except as in compliance with Connecticut State law, district policy, and as prescribed by a student's physician, dentist, physician assistant or advanced practice registered nurse. The order is to be on record in the school health office listing dose, time and length of order, side effects and emergency contact together with a signed parental consent on file.

COACHING EXPECTATIONS (BASED ON CIAC HANDBOOK, WITH ADDITIONS IN CONTENT AND LANGUAGE):

All coaches, including those who teach within the Fairfield Public School System and those who do not, play a critical role in supporting and enhancing the Board of Education's goal of fostering student development. Coaches must accept primary responsibility for the behavior, actions and safety of their players and assistant coaches, where appropriate, on the field, in the locker room as well as on buses to and from games. The coach serves as a role model for his/her players, their parents and the spectators. The coach must always be in control, practice sound values and ethics, and always pursue victory with honor. In addition, coaches:

1. Will model appropriate language, behavior, ethics and sportsmanship, always pursue victory with honor, and maintain dignity and self control. Profane or abusive language and/or behavior are not permitted by coaches and will not be tolerated.

Instruction

Athletic Programs **6226AR**

ADMINISTRATIVE REGULATIONS
(continued)

2. Shall stay informed about sound coaching techniques and the physical, mental and emotional development of the student athlete.

3. Will teach players the rules of the game and to respect the game, officials and opponents, and will take appropriate action when athletes exhibit poor sportsmanship.

4. Will place the academic, emotional, physical and moral well being of student athletes above desires and pressures to win.

5. Will be an ambassador for the sport among athletes, schools, families and the community.

6. Will abide by the rules of the game and CIAC regulations, practices and procedures in both letter and spirit.

7. Shall exemplify high moral character, behavior and leadership, lead by example, and set a standard for players and spectators to follow.

8. Will respect the integrity and judgment of game officials.

9. Will ensure that practices begin and end as scheduled.

10. Will abide by the Fairfield Public School policy on corporal punishment. Corporal punishment as a disciplinary measure is prohibited by the Fairfield Public Schools. Notwithstanding this, physical force may be used to quell a disturbance, which threatens physical injury to others, to obtain possession of weapons or other dangerous objects, for the purpose of self defense, and for the protection of persons and property. (Refer to BOE Policy 5310).

11. Will not engage in punitive, harmful, unreasonable or unfair disciplinary measures and practices toward student athletes since the athletic program is an extension of the school day.

Violations of any of these expectations for coaches will result in disciplinary action. This disciplinary action may include, but is not limited to, a reprimand, probation, suspension and/or termination of employment as a coach in the Fairfield Public Schools.

Instruction

Athletic Programs **6226AR**

ADMINISTRATIVE REGULATIONS

(continued)

ENFORCEMENT OF POLICIES AND REGULATIONS:

The High School Headmasters, High School Athletic Directors and Middle School Principals are primarily responsible for enforcing these regulations and coaching expectations, holding coaches to a strict standard of conduct and compliance with BOE policies and CIAC regulations, determining when violations have taken place, and taking appropriate action when necessary.

The High School Headmasters, High School Athletic Directors and Middle School Principals will supervise and evaluate coaches and the athletic program to ensure that these regulations and coaching expectations are followed. They will take appropriate supervisory or discipline action as required.

NON-RETALIATION

Retaliation against an employee or athlete making a complaint is prohibited.

Student athletes who complain (or whose parents complain) to the coach, High School Headmaster, High School Athletic Director or Middle School Principal about a coach's behavior will not face retaliation from their coaches in lost practice or playing time, team position, or in any other manner. It is the responsibility of the Athletic Director and/or the High School Headmaster and/or Assistant Superintendent for Human Resources, where appropriate, to investigate all allegations of retaliation against student athletes, to take immediate steps to stop such reprisals and to take appropriate disciplinary action against the coach if it is determined that such retaliation has, in fact, occurred. Coaches found retaliating against a student athlete may face immediate disciplinary action up to and including possible termination of their coaching position.

5/21/2008

Instruction

Curriculum

CONTROVERSIAL ISSUES 6230

American public education has fostered, and the Fairfield Public Schools support, a climate of academic freedom that allows students to recognize differences of opinion on important issues. "Controversial issues" are those problems, subjects, or questions about which there are significant differences of opinion based, in part, on the differences in values, which people bring to the appraisal of the facts of the issue. Educators must deal with controversial issues in an open and fair manner. Learning to recognize and understand controversial issues is a basic skill, which all students in the Fairfield Public Schools should acquire. In studying controversial issues, there should be an opportunity for students to gather information about the issue, understand alternative viewpoints, and then, where appropriate, make personal judgments on the issue.

In order for students to develop these analytical skills, teachers in the Fairfield Public Schools shall have the opportunity to help students secure and evaluate information, learn the techniques of critical analysis, and make independent judgments. Students will have the opportunity, where appropriate, to present and support their conclusions before persons who have opposing points of view. Teachers will help students recognize the need for continuous and objective examination of these issues in the light of changing conditions in society and as new evidence becomes available.

Legal Reference: Connecticut General Statutes
31-51q Liability of employer for discipline or discharge of employee on account of employee's exercise of certain constitutional rights
Keyishian v. Board of Regents 385 US 589,603 (1967)
Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81)

Approved 8/27/04

Instruction

Curriculum

AIDS EXEMPTION 6235

In accordance with Section 10-19b of the Connecticut General Statutes, parents or guardians may

exempt their child from Acquired Immune Deficiency Syndrome (AIDS) lessons at any grade level by notifying the building principal in writing of their request.

Legal Reference: Connecticut General Statutes
10-16b Prescribed courses of study
10-19(b) AIDS education
10-19 Effect of alcohol, nicotine, or tobacco and drugs to be taught

CREF 5235

Approved 8/27/04

Instruction

Curriculum

FAMILY LIFE EXEMPTION 6240

In accordance with Section 10-16e of the Connecticut General Statutes, parents or guardians may exempt their child from the Family Life / Physical Growth and Development lessons of the health curriculum at any grade level by notifying the building principal in writing of their request.

Legal Reference: Connecticut General Statutes
10-16b Prescribed courses of study
10-16e Students not required to participate in the family life education program

CREF 5240

Approved 8/27/04

Instruction

INSTRUCTIONAL ARRANGEMENTS 6300

CLASS SIZE **6310**

Class size shall be consistent with the requirements for good instructional procedure and efficient use of teaching personnel.

- For normal class instruction, a class not exceeding twenty-five (25) students shall be considered desirable.
- A class size of fifteen (15) shall be considered a minimum for efficient utilization of the teaching staff.
- When class size in grades K-2 exceeds thirty (30), the class may be divided or a teacher aide and/or intern provided.
- When class size in grades 3-6 exceeds thirty-five (35), the class may be divided or a teacher aide and/or intern provided.
- Secondary (grades 7-12) class size shall not exceed thirty-five (35) for normal class operation.

Approved 8/27/04

Instruction

Instructional Arrangements

INSTRUCTIONAL GROUPING **6320**

Within the school setting, some differentiation of the curriculum shall occur for efficient and effective instruction. As a result, students may choose or be assigned to instructional groups that emphasize challenging learning activities appropriate to the current instructional levels of the students within the group. The differentiation in learning objectives for these instructional groups shall be made available upon request.

The goal of these practices is to promote a developmental approach to skill improvement. Therefore, the staff shall regularly reassess the appropriateness of the instructional groups. The

appropriate administrative staff in consultation with the parent or guardian and student involved shall review questions relative to placement.

Approved 8/27/04

Instruction

Instructional Arrangements

FIELD TRIPS 6330

The Board of Education encourages school trips that enrich the educational experiences of students.

Approved 8/27/04

Instruction

Instructional Arrangements

ADMINISTRATIVE REGULATIONS ON FIELD TRIPS 6330AR

Field Trips During School Time

The Board of Education Policy on school trips will be administered initially at the individual building level.

- The teacher shall review the educational value of the school trip with the principal or housemaster whose approval must be given prior to making the final arrangements for the school trip. At the high school level, the headmaster's approval is necessary as well.
- A *Field Trip Approval Form* must be completed and sent to the Office of the Deputy Superintendent two (2) weeks prior to the date of the scheduled school trip. Failure to comply with this regulation may result in the cancellation of the school trip.

- Parent or guardian permission is required for all school trips. Permission shall be based upon teacher-provided information including:

§ the purpose of the school trip and its relationship to the curriculum (if the trip is to view a motion picture, the picture's rating shall be stated);
§ the destination;
§ arrangements for transportation;
§ date and time of departure;
§ estimated time of return;
§ a detailed itinerary;
§ reason for extension beyond the school day (if any); and
§ approximate cost of trip.

- Cost of School Trips
  - § Students can be asked to pay a pro rata share of costs for transportation, admission fees, etc., except for trips that are designated as part of the curriculum (e.g., Mill River).
  - § School or other funds are available through the building principals for families requesting assistance with expenses.
- School trips in airplanes other than those operating on regularly scheduled commercial flights are expressly prohibited, except for prior approval by the Superintendent of Schools or designee.

Instruction

Instructional Arrangements

ADMINISTRATIVE REGULATIONS ON FIELD TRIPS 6330AR (continued)

Field Trips During School Time (continued)

- One (1) or more adults in addition to the teacher will accompany each class on school trips unless otherwise approved by the principal. Teacher responsibilities include the following:
  - § assuring sufficient chaperones to implement a chaperone / student ratio appropriate to the field trip experience;
  - § informing other chaperones of their duties and responsibilities;
  - § preparing the students thoroughly for the experience;
  - § reviewing the standards of conduct with the students in advance of the school trip;
  - § having primary responsibility for the conduct of students;
  - § excluding from a school trip students who have not shown evidence of self-control, respect for authority, or who may be a danger to themselves or others;

§ arranging an appropriate educational experience and supervision of students not participating in school trip;
§ seeing student safety as the primary responsibility on all school trips;
§ arranging for a buddy system to assure constant awareness of each student's whereabouts, needs, and participation; and
§ notifying the principal or housemaster as soon as possible and the parent or guardian should an emergency occur.

- Transportation
  § Arrangements for buses should be made through the Transportation Office at least two (2) weeks prior to the trip.
  § School trip approval forms are available in each school office.
- Students
  § Students are not permitted to leave the school group during the trip unless prior written permission from a parent or guardian is received (CREF 3640AR).
  § For students returning to school from a trip after school hours, the teacher or principal is to make arrangements for their safe departure home.
  § Should students be delayed, the teacher must notify the building administrator or designee.
  § The teacher must be aware of any special medical problems of students going on a school trip.
  § The school nurse shall be notified of each field trip at the time of the initial request and will provide information regarding needs and specific health issues.

Instruction

Instructional Arrangements

ADMINISTRATIVE REGULATIONS ON FIELD TRIPS 6330AR (continued)

Field Trips During School Time (continued)

- Students (continued)
  § Only students from the Fairfield Public Schools are to participate in school trips.
  § All school rules apply during school trips.
- Specialized School Trips Sponsored by the School
  § In the case of specialized school trips such as canoe trips, white-water trips, bicycling, camping / hiking trips, and ski trips, the teacher responsible for the trip must submit in writing the assurance of the sponsoring agency providing certified life

guards and/or personnel certified in first aid.
§ The written assurance provided by the sponsoring agency must be attached to the *Field Trip Approval Form* submitted to the Deputy Superintendent.

Non-School Time Field Trips

School trips scheduled on non-school time are permissible providing they relate to the curriculum and/or an extra-curricular activity sponsored by the school system. The *Non-School Time Field Trip Approval Form* is to be used for this kind of school trip.

Private Trips

The Board of Education acknowledges that groups may want to organize special ventures. Such trips will be considered as private and may not use the school name, school resources (daily bulletins, classroom time, school stationery, the public address system, telephones, etc.) school materials, supplies, nor office equipment in carrying out recruitment or planning.

However, as with other appropriate non-school ventures, individuals or groups initiating such trips may use school bulletin boards or purchase ads in the school newspaper provided such publicity clearly states that the activity is not school-sponsored.

Instruction

Instructional Arrangements

ADMINISTRATIVE REGULATIONS ON FIELD TRIPS 6330AR (continued)

Foreign Study School Trips

Foreign study school trips provide experiences for the student, which cannot be duplicated in the classroom.

- All foreign study school trips during or outside of school time must be related to the curriculum of the Fairfield Public Schools.
- All foreign study school trips must be approved by the school system.
- Only students enrolled in the Fairfield Public Schools are permitted to participate in a foreign study school trip.
- Prior to any definite planning such as recruiting students, notification to the parent or guardian, or contract with any travel agency, the teacher responsible must adhere to the following:

- A written proposal must be submitted to the building principal describing the purpose of the trip abroad and how it relates to the curriculum.
- The proposal must be discussed with the building principal by the teacher responsible.
- Upon the approval of the building principal, the proposal must then be submitted to the Deputy Superintendent with final approval by the Superintendent of Schools.
- In submitting the written description of the proposal, the teacher must also complete the form entitled *Preliminary Information: Foreign Study School Trip* and send it to the Office of Instruction.
- Any staff member contemplating a school trip abroad must make known that intention in September of the school year in which the school trip takes place and adhere to the above-mentioned regulations.

Subsequent to Preliminary Approval

- The teacher is to notify the parent or guardian of students in writing of the intention of the school trip abroad. The written notification is to include a description of the school trip, the itinerary, its relation to the curriculum, and the cost per student.
- Attached to the letter of intent to the parent or guardian is a form to be returned to the teacher responsible indicating preliminary approval by the parent or guardian.
- The above must be completed prior to any definite plans with respect to the school trip abroad.
- Students are notified at the same time as the parent or guardian.

Instruction

Instructional Arrangements

ADMINISTRATIVE REGULATIONS ON FIELD TRIPS 6330AR (continued)

Foreign Study School Trips (continued)

Finalizing Plans - Travel Agencies

- A bidding process should be used with bid invitations to travel agencies.
- The Business Office of the Fairfield Public Schools is available to assist in the bidding process.
- Wherever possible, travel agencies doing business in Fairfield should be contracted to handle all the travel arrangements.

General Information

- An orientation meeting is to be held with the parent or guardian of students involved providing the following information:
  - purpose of trip;
  - itinerary;
  - hotel accommodations;
  - travel agency;
  - departure and return times;
  - cost;
  - school regulations and Board policy with respect to behavior; and
  - insurances.
- All foreign study school trips are to be adequately chaperoned; assuring sufficient chaperones to implement a chaperone / student ratio appropriate to the field trip experience.
- Orientation meetings will be held with the students to provide the following information:
  - § proper standards of conduct in the host country;
  - § the history and cultural background of countries / cities and areas on the itinerary;
  - § vocabulary / expressions useful in travel in the host country;
  - § rules / regulations with respect to passports, visas, baggage, customs, and health regulations;
  - § knowledge / exchange of foreign currency;
  - § available means of transportation in the foreign country;
  - § suggested packing list; and
  - § appropriate behavior.

Instruction

Instructional Arrangements

ADMINISTRATIVE REGULATIONS ON FIELD TRIPS 6330AR (continued)

Foreign Study School Trips (continued)

General Information (continued)

- Salary of the teacher / chaperone will continue to be paid by the district on regularly scheduled school days of the trip. Expenses will be paid by the school district and/or the approved sponsoring organization.
- In an emergency situation, the teacher is responsible for seeking immediate assistance, according to need.
- The teacher must have a list of parents or guardian's telephone numbers and relevant student medical information, including any prescription medicines or allergies.
- The buddy system for students and chaperones will be in effect during the entire trip.
- Students are not permitted to leave the school group during the trip unless prior written permission from a parent or guardian is received (CREF 3640AR).
- The teacher planning the trip is responsible for the continuation of the regular instructional program by planning with the immediate supervisor.
- The *Non-School Time Field Trip Approval Form* is to be submitted to the Office of Instruction for final approval by the Superintendent of Schools or designee.

8/27/04

Instruction

Instructional Arrangements

HOMEWORK **6335**

The Board of Education considers homework and other out-of-class assignments to be essential parts of the educational program of the Fairfield Public Schools. Through homework and out-of-class assignments, students have an opportunity to reinforce and/or extend academic and learning skills taught in class. Homework also contributes to the students' development of such skills as working independently, organizing time, developing effective work habits, and developing self-discipline in accepting responsibilities. Parents or guardians are encouraged, through discussions with their children, to become aware of and to support the need for the student to complete homework and other out-of-class assignments.

Legal Reference: Connecticut General Statutes 10-221
Boards of education to prescribe rules, policies, and procedures

Approved 8/27/04

Instruction

Instructional Arrangements

ADMINISTRATIVE REGULATIONS ON HOMEWORK 6335AR

Elementary and Middle School Levels

Purpose of Homework

In assigning homework the following should be kept in mind:

- Homework fosters student initiative, independence, and responsibility.
- Homework reinforces and supplements school learning experiences.
- Homework fosters communications between home and school.
- Homework develops self-discipline and good work habits.

Appropriate Homework

All homework assignments should be designed for specific instructional purposes. Teachers should keep the following in mind when giving homework assignments:

- Clear, definite directions for the homework assignments are an absolute necessity.
- Assignments should be related to classroom objectives and the teacher should make sure students understand the assignment.
- For long-range projects the teacher should establish a time management system including progress reports on gathering information.
- No homework should be assigned **at the elementary level** for weekends other than long-term projects.

What the Student Should Do

- Make and keep a study schedule.
- Study in the same quiet place every day.
- Keep all materials including a notebook in a study place.

- Set a specific time of the day to study.
- Plan ahead by estimating the amount of time it will take to complete the assignment.
- Always read the directions before starting.
- Do not turn on the TV or radio when studying.

Instruction

Instructional Arrangements

ADMINISTRATIVE REGULATIONS ON HOMEWORK 6335AR (continued)

Elementary and Middle School Levels (continued)

Suggested Strategies for Homework (Teacher and Student)

- Make homework folders in which completed assignments are to be stored, evaluated, and charted to show completed and missing assignments.
- Keep notebooks in which all assignments are written. The parent or guardian is asked to check the notebooks at the end of each week.
- Make homework expectations clear to the parent or guardian and students.
- Make sure assignments have a specific purpose and are not merely busy work.
- Contact the parent or guardian when homework is not consistently returned.
- Include homework where appropriate as part of the grade.

The following is a suggested time schedule for homework assignments:

Elementary Schools

Kindergarten	occasional assignments as appropriate
Grade 1	10-15 minutes 2 to 3 days per week
Grade 2	15-20 minutes 4 days per week
Grade 3	15-30 minutes 4 days per week
Grade 4	30-45 minutes 4 days per week
Grade 5	45-60 minutes 4 days per week

Middle Schools

Grade 6	20 minutes per curriculum area 4 days per week
Grade 7	20 minutes per curriculum area 4 days per week

Grade 8 20 minutes per curriculum area 4 days per week

Instruction

Instructional Arrangements

ADMINISTRATIVE REGULATIONS ON HOMEWORK 6335AR (continued)

High School Level

Philosophy

Homework is a logical extension or expression of well-planned classroom lessons and should be meaningful to the learning process. It should also make the parent or guardian familiar with their child's learning experiences.

The primary outcome of homework for students during their high school experience is that learning becomes an independent activity. As a valuable teaching strategy, homework not only addresses the skills and concepts taught, but it also can aid in developing a sense of responsibility and accomplishment within students, encourage students to work on their own, and acknowledge the existence of different learning styles.

Professional judgment must be exercised relative to the use of homework. In view of the diversified curriculum within the school, teachers must be allowed the academic freedom necessary for effectively reaching all students and meeting individual needs.

General Guidelines

In establishing homework guidelines, it is of prime importance to consider the individual differences of students, availability of resources, and time allotments.

The amount of homework assigned should be appropriate to the grade, course level, and student ability. In most academic courses, students should expect a minimum range of 2½ - 5 hours / week for each course. In related arts and skills courses, students should expect homework periodically. These recommended time allotments reflect flexible guidelines that should be viewed as an average throughout the school year.

The type of homework assigned should be according to its purpose:

- Practice assignments help students master specific skills taught in the class.
- Preparation assignments encourage students to derive maximum benefit from future lessons.
- Extension assignments enable students to demonstrate their ability to transfer specific skills and concepts to new situations.
- Creative assignments encourage students to integrate learned skills and concepts to produce original results.

Instruction

Instructional Arrangements

ADMINISTRATIVE REGULATIONS ON HOMEWORK 6335AR (continued)

High School Level (continued)

General Guidelines (continued)

Homework takes the form of doing practice exercises (oral or written), writing, studying, reading, and library research or projects. The assignment can be either long- or short- term.

Guidelines for Teachers

The responsibility of the teacher is:

- to explain the purpose of each assignment;
- to give clear directions and suggested method for accomplishing the assignment;
- to ensure availability of all necessary resources to carry out the assignment;
- to acknowledge completion of homework and to evaluate it appropriately;
- to explain the method of evaluation of the homework assignment and its potential impact on a student's grade e.g., cumulatively equivalent to a quiz, test, exam, oral recitation, written exercise, lab performance;
- to suggest a reasonable time allotment on homework assignments;
- to make it clear that deadlines and penalties are understood and are adhered to;
- to encourage integrity in all homework assignments;
- to provide for reasonable make-up of assignment whenever appropriate; and
- to explain that homework often will be a study assignment reviewing the important facts, principles, formulas, and concepts or a reading assignment from books, magazines,

newspapers, etc., related to class work or for general reading skill development.

Guidelines for Students

The responsibility of the student is:

- to contact the teacher when absent;
- to understand the purpose, requirement, and directions of the assignment;
- to understand the means of evaluation;
- to understand the suggested time allotment and to budget time realistically;
- to understand that content, structure, and appearance of all written homework assignments are important elements in the grading process;

Instruction

Instructional Arrangements

ADMINISTRATIVE REGULATIONS ON HOMEWORK 6335AR (continued)

High School Level (continued)

Guidelines for Students (continued)

- to establish a time for a regular pattern of review;
- to demonstrate integrity and neither to give nor receive so much help that the value of the homework will be lost;
- to meet the deadlines and understand the penalties; and
- to understand that the basic purpose of homework is learning and, therefore, the preview and review of the skills and concepts learned are always appropriate.

Guidelines for Parents

The responsibility of the parent or guardian is:

- to understand the philosophy and guidelines of the Board of Education concerning homework;
- to be sure that students or the parent or guardian obtain assignments missed when the student is absent;

- to provide the student with a time and place to carry out his assignment(s);
- to contact the teacher, counselor, or administrator in the event of questions or concerns;
- to be supportive of the homework policy, as it is an integral part of the student's learning process;
- to understand that usually a student does have homework. The student may preview, review, or improve his present assignment reviewing the important facts, principles, formulas, and concepts or a reading assignment from books, magazines, newspapers, etc., related to class work or for general reading skill development;
- to encourage integrity and never give so much help that the value of the homework is lost;
- to understand that content, structure, and appearance of all written homework assignments are important elements in the grading process; and
- to check to see that homework assignments are completed.

Instruction

Instructional Arrangements

ADMINISTRATIVE REGULATIONS ON HOMEWORK 6335AR (continued)

High School Level (continued)

Guidelines for Administration

The responsibility of the administrator is:

- to articulate the philosophy and guidelines concerning homework to staff, parents or guardians, and students;
- to support the staff in the implementation of the guidelines; and
- to review homework assignments with teachers as part of the monitoring responsibility.

8/27/04

INSTRUCTIONAL RESOURCES
EQUIPMENT, BOOKS AND MATERIALS
TEXTBOOKS AND WORKBOOKS

RESPONSIBILITY FOR SELECTION **6400AR**

The word "material," as used in this policy statement, includes: books, periodicals, pamphlets, pictures, films, videos, computer software, audio recordings, multimedia CD-ROMS; online databases and all other materials, print and non-print, which are used by the students and faculties of the Fairfield Schools and stored within the school facilities.

- ## Textbook and other Classroom Materials

The Board of Education, Fairfield, Connecticut, delegates authority for the recommendation of instructional materials through the Superintendent of Schools, to the Director of Curriculum, Instruction and Assessment, the building principals and the classroom teachers for those materials selected for distribution on the system level. The final adoption of textbooks shall be made by the Board of Education in keeping with BOE Policy #6400, and #6400AR.

- ## Library Media Materials

The Board of Education, Fairfield, Connecticut, delegates authority for the selection of library media materials through the Superintendent of Schools, to the building principals, and then to the library media specialists for those materials housed in the Library Media Centers at the building level and to the Director of Curriculum, Instruction and Assessment and the Library Media Program Leader for those materials selected for distribution on the system level.

- ## Classroom Libraries + Privately Owned Collections

Classroom libraries are funded by the district and qualify as instructional materials for the language arts curriculum. All resources are selected by the district Curriculum Leaders for language arts in collaboration with site-based language arts specialists and classroom teachers. Materials in Classroom Libraries as well as in privately purchased collections for classroom use must meet the criteria for all textbook purchases. (See also Board of Education Policy Guide Nos. 6400 and 6400AR.)

Instruction

INSTRUCTIONAL RESOURCES **6400**
EQUIPMENT, BOOKS, AND MATERIALS
TEXTBOOKS AND WORKBOOKS

The Fairfield Public School District selects instructional materials to implement, enrich, and support the educational program for the student and the instructional needs of teachers. Selected materials must serve both the breadth of the curriculum and the needs and interests of individual students. The district is obligated to provide for a wide range of abilities and to respect the diversity of many differing points of view. To this end, principles must be placed above personal opinion and reason above prejudice in the selection of materials of the highest quality and appropriateness.

The Board of Education shall provide educational materials, including textbooks, in adequate amounts for the entire educational program. However, personal non-educational student items may be requested to be provided by parents, unless there is a financial hardship. Any such request must have prior approval of the building administrator.

Textbooks shall be reviewed by the administration and staff at five (5) year intervals to determine their adequacy and timeliness.

The Superintendent or designee shall institute procedures for selection of textbooks appropriate for the instructional program. (See Appendix A, *Recommendation for Textbook Adoption Form*)

Final adoption of textbooks shall be made by the Board of Education at a meeting upon the recommendation of the Superintendent or designee at the prior meeting.

Legal Reference: Connecticut General Statutes
10-221 Boards of education to prescribe rules, policies, and Procedures as amended by PA 97-290
10-228 Free textbooks, supplies, materials, and equipment
10-229 Change of textbooks

Approved 8/27/2004

Approved 11/27/2007
Revised and Approved 3/25/2008

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INSTRUCTIONAL RESOURCES
EQUIPMENT, BOOKS, AND MATERIALS
TEXTBOOKS AND WORKSBOOKS

CRITERIA FOR SELECTION **6400AR**

The selection of materials is a continuous process because of the universal acquisition of new knowledge and information, revision of curriculum content and the publication of new materials. The selection process is as follows:

A. Program Leaders and classroom teachers may be aided in the final selection of books and materials, including those found on summer reading lists, by consulting authoritative reviews, recommended lists, and standard bibliographic tools. It is recommended that materials be previewed or examined if evaluative, reliable reviews are not available. It is further recommended that non-print materials be previewed prior to purchase.

B. Teachers, administrators, citizens, and students may recommend materials for selection. Parents are encouraged to review summer reading lists. Concerns related to these lists are to be addressed to the building administrator. The proper procedures for addressing those concerns, as outlined below, shall be followed.

C. The following evaluative criteria should be used as a guide when selecting materials for purchase:

    1. a high standard of quality in factual content and are appropriate to the ability and needs of the students
    2. the educational significance of the materials
    3. the contribution made to the curriculum and/or the interests of the students

4. the reputation and significance of the author, producer, and the publisher
5. the validity, currency, and appropriateness of the material
6. the contribution the material makes to the breadth of representative viewpoints on controversial issues
7. a high degree of potential user appeal
8. a high artistic quality and/or literary style
9. the quality and variety of format
10. the value is commensurate with cost and/or need
11. the timeliness or permanence of the materials
12. the integrity of the materials

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Instruction

INSTRUCTIONAL RESOURCES
EQUIPMENT, BOOKS, AND MATERIALS
TEXTBOOKS AND WORKBOOKS

CRITERIA FOR SELECTION (continued) **6400AR**

D. The following evaluative criteria are used as they apply:

1. Learning resources shall support and be consistent with the general educational goals of the state and district and the aims and objectives of individual schools and specific courses.
2. Learning resources shall meet high standards of quality in factual content and presentation.

a. Learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected.
b. Physical format and appearance of learning resources shall be suitable for their intended use.
c. Learning resources shall be designed to help students gain an awareness of our pluralistic society.
d. Learning resources shall be designed to motivate students and staff to examine their own duties, responsibilities, rights, and privileges as participating citizens in our society, and to make informed judgments in their daily lives.
e. Learning resources shall be selected for their strengths rather than rejected for their weaknesses.

f. The selection of learning resources on controversial issues will be directed toward maintaining a diverse collection representing various views.

E. Criteria for Selection of Controversial Materials

The following criteria should be considered when selecting potentially controversial materials. All materials need to be age and developmentally appropriate.

1. Materials on controversial issues represent a particular point of view, and a sincere effort should be made to select equally representative materials covering contrasting points of view.

CRITERIA FOR SELECTION (continued) **6400AR**

2. Materials selected will not unfairly or inaccurately portray or disparage a person's physical characteristics, disabilities, or any particular race, religion, gender, ethnicity, sexual orientation or family structure. A writer's expression of a certain viewpoint is not to be considered a disparagement when it represents the historical or contemporary views held by some person or group.
3. Materials on religion are chosen to explain rather than convince and are selected to represent the field as widely as necessary for school purposes.
4. The selection of materials on political theories, ideologies, or on public issues is directed toward maintaining a balanced collection representing various views.
5. In a literary work of established quality, the use of profanity or the treatment of sex is not an adequate reason for eliminating the materials from school use.
6. Materials on physiology, physical maturation or personal hygiene should be accurate and in good taste.

WITHDRAWAL OF MATERIALS 6400AR
PROCESS AND PROCEDURE

Occasional objections to a selection may occur by individuals. If a complaint is made or materials are requested to be withdrawn, the following procedure will be used:

A. Explain that no commitments can be made at this time.
B. Invite the complainant to discuss their objections with the building administrator and the library media specialist for the purpose of resolving the issue.
C. Inform the complainant of the option to file an objection in writing and offer to have them complete the proper questionnaire (see Appendix B) so that they may submit a formal complaint to the building principal.
D. The principal of the building, upon receiving the complainant's request, will then inform the Superintendent of Schools, the Deputy Superintendent, the Director of Curriculum, Instruction and Assessment, the Coordinator of Library Media and, if appropriate, the specified program leader. The material in question will remain in use pending the resolution of the process.
E. The building administrator will

- read and examine the materials in question.
- prepare a report after consulting with the library media specialist and classroom teacher when appropriate. Selection criteria and curriculum objectives should be reviewed in this process.
- file copies of the report with the Superintendent of Schools, the Deputy Superintendent and the appropriate program leader

F. The Superintendent of Schools will submit their recommendations to the complainant within two weeks with a copy going to the building administrator, classroom teacher, and the program leader, as applicable.
G. At all times, maintain a professional and courteous demeanor.

11/27/07

Appendix C

Copyright and Fair Use

One of the rights accorded to the owner of copyright is the right to reproduce or to authorize others to reproduce the work in copies or phonorecords. This right is subject to certain limitations found in sections 107 through 118 of the copyright act (title 17, U.S. Code). One of the more important limitations is the doctrine of "fair use." Although fair use was not mentioned in the previous copyright law, the doctrine has developed through a substantial number of court decisions over the years. This doctrine has been codified in section 107 of the copyright law.

Section 107 contains a list of the various purposes for which the reproduction of a particular work may be considered "fair," such as criticism, comment, news reporting, teaching, scholarship, and research. Section 107 also sets out four factors to be considered in determining whether or not a particular use is fair:

1. the purpose and character of the use, including whether such use is of commercial nature or is for nonprofit educational purposes;

2. the nature of the copyrighted work;

3. amount and substantiality of the portion used in relation to the copyrighted work as a whole; and

4. the effect of the use upon the potential market for or value of the copyrighted work.

The distinction between "fair use" and infringement may be unclear and not easily defined. There is no specific number of words, lines, or notes that may safely be taken without permission. Acknowledging the source of the copyrighted material does not substitute for obtaining permission.

The 1961 *Report of the Register of Copyrights on the General Revision of the U.S. Copyright Law* cites examples of activities that courts have regarded as fair use: "quotation of excerpts in a review or criticism for purposes of illustration or comment; quotation of short passages in a scholarly or technical work, for illustration or clarification of the author's observations; use in a parody of some of the content of the work parodied; summary of an address or article, with brief quotations, in a news report; reproduction by a library of a portion of a work to replace part of a damaged copy; reproduction by a teacher or student of a small part of a work to illustrate a lesson; reproduction of a work in legislative or judicial proceedings or reports; incidental and fortuitous reproduction, in a newsreel or broadcast, of a work located in the scene of an event being reported."

Copyright protects the particular way an author has expressed himself; it does not extend to any ideas, systems, or factual information conveyed in the work.

The safest course is always to get permission from the copyright owner before using copyrighted material. The Copyright Office cannot give this permission.

When it is impracticable to obtain permission, use of copyrighted material should be avoided unless the doctrine of "fair use" would clearly apply to the situation. The Copyright Office can neither determine if a certain use may be considered "fair" nor advice on possible copyright violations. If there is any doubt, it is advisable to consult an attorney.

FL-102, Revised December 2005

U.S. Copyright Office
101 Independence Ave. S.E.
Washington, D.C. 20559-6000
(202) 707-3000

Revised: 31-Jan-2006

Instruction

Instructional Resources

Equipment, Books, and Materials

SUPPLIES AND EQUIPMENT 6412

The Board of Education shall provide educational supplies and equipment in adequate amounts for the entire educational program.

Legal Reference: Connecticut General Statutes
10-221 Boards of education to prescribe rules, policies, and procedures as amended by PA 97-290
10-228 Free textbooks, supplies, materials, and equipment

Approved 8/27/04

Instruction

Instructional Resources

Equipment, Books, and Materials

LOST / DAMAGED EQUIPMENT 6413

Students shall be assessed the full replacement cost(s) for damaged facilities and lost or damaged equipment such as textbooks, lab equipment, etc.

CREF 3241 and 5340

Approved 8/27/04

Instruction

Instructional Resources

Equipment, Books, and Materials

APPLICATION OF TECHNOLOGY 6414

All curriculum areas shall be assessed on an on-going basis for possible application of technology, with subsequent implementation whenever possible.

Legal Reference: Connecticut General Statutes
10-221 Boards of education to prescribe rules, policies, and procedures as amended by PA 97-290
10-228 Free textbooks, supplies, materials, and equipment

Approved 8/27/04

Instruction

Instructional Resources

Equipment, Books, and Materials

AUDIOVISUAL MATERIAL 6415

Audiovisual instructional resources shall be provided to supplement and enrich the teaching-learning process.

Legal Reference: Connecticut General Statutes
10-221 Boards of education to prescribe rules, policies, and procedures as amended by PA 97-290
10-228 Free textbooks, supplies, materials, and equipment

Approved 8/27/04

Instruction

Instructional Resources

Equipment, Books, and Materials

WEB SITE AND HOME PAGE DEVELOPMENT 6416

The Fairfield Board of Education recognizes the value of establishing a World Wide Web presence for the Fairfield Public Schools. Such a site provides for improved communication with parents or guardians and residents of Fairfield and with others who are interested in obtaining general information about our schools, curriculum and programs of study, policies and procedures, school events, and the like. However, the Board also recognizes that the information provided on this site must be responsibly developed, as are other school publications. Therefore, all information or material posted on the school district web site must be professional and ethical, and must meet the standards required of other school district publications. The content of a page must be approved by school district administration and will also be subject to a technical review to ensure that the author(s) have complied with electronic publishing standards. All pages must conform to Board policies and administrative regulations regarding acceptable use, instructional resources, and collection development, and should be displayable and readable with standard web browser software.

All World Wide Web information directly related to the Fairfield Public Schools, its schools, its

departments, and its programs will be stored on and served to the web utilizing the district approved Internet provider service and/or designated HTTP server.

The administration will develop administrative regulations to carry out this policy.

Legal Reference: Connecticut General Statutes
1-19(b)(11) Access to public records. Exempt records
10-15b Access of parent or guardian to student's records
10-209 Records not to be public
11-8a Retention, destruction, and transfer of documents
11-8b Transfer or disposal of public records. State library board to adopt regulations
46b-56(e) Access to records of minors
Connecticut Public Records Administration Schedule V- Disposition of Education Records revised 1983
Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of PL 93-568, codified at 20 USC 1232g)

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WEB SITE AND HOME PAGE DEVELOPMENT (continued) 6416

Legal Reference: Dept of Education 34 CFR part 99 (May 9, 1980 45 FR 30802) (continued) regs implementing FERPA enacted as part of 438 of General Education Provisions Act (20 USC 1232g) parent and student privacy and other rights with respect to educational records, as amended 11/21/96
PL 94-553, The Copyright Act of 1976, 17 USC 101 et seq.

CREF 1145

Approved 8/27/04

Instruction

Instructional Resources

Equipment, Books, and Materials

ADMINISTRATIVE REGULATIONS ON
WEB SITE AND HOME PAGE DEVELOPMENT 6416AR

The Fairfield Public Schools invite all staff to utilize the power of the district's web site to further their instructional and communication goals. The following regulations are necessary and prudent for the smooth functioning of the district's web site.

Security

- Ownership of all files created in the scope of one's employment shall remain with the Fairfield Public Schools.
- The administration may modify or remove any page in which the content does not conform to the district's publication, instructional resources, collection development, and acceptable use policies and practices.
- The district will not host any personal pages (pages with no district curriculum or communication connection) for either staff or students, nor will the district provide links to such pages.
- No information about students may be posted which does not conform to the Federal Family Education Rights and Privacy Act of 1974. Users will not post personal contact information about themselves or other people. Personal contact information includes, but is not limited to, home address, telephone, school address, and work address.
- Original student work that is posted will be accompanied by language assuring that the student or his family is the copyright holder.
- Users are responsible for the use of their individual account and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a user provide their password to another person.
- The web is a complex entity and while every care is taken to maintain its function and availability, no warranty either express or implied, can be made that it will be error-free or without defect. The district is not responsible for any damage users may suffer including, but not limited to, loss of data. The district will not be responsible for the financial obligations or other losses arising through the unauthorized or intentional misuse of the system.

Authorization, Verification, and Review

- All potential authors must read and sign the *Fairfield Public Schools Web Site Compliance Form* before access for posting will be granted.
- The web site has a limited educational purpose. The term "educational purpose" includes use of the site for classroom activities, professional or career development, and limited high-quality personal research. Content must reflect curriculum or district-related communication objectives.

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ADMINISTRATIVE REGULATIONS ON
WEB SITE AND HOME PAGE DEVELOPMENT (continued) 6416AR

Authorization, Verification, and Review (continued)

- All authors or their designee must conduct a periodic review of pages for the purpose of making any updates or changes to information.
- Links, allowed only for educational use, are the responsibility of the author and must be reviewed periodically for accuracy and suitability.
- Pages containing links to web pages outside of the Fairfield Public Schools web site must include the following disclaimer: "The Fairfield Public Schools is not responsible for any information or content provided by web sites beyond this site."
- If it is determined that the content of a linked site is no longer appropriate according to Fairfield Public Schools criteria, it may be requested to be removed or removed without notice.
- An administrator may designate a "webmaster" to manage a department, school, or program page.
- Each individual who posts material on the web is responsible for its accuracy and timeliness.
- No copyrighted material may be posted to any page without the specific permission of the copyright holder. If a work contains language that specifies acceptable use of that work, the user should follow the expressed requirements. If the user is unsure whether or not they can use a work, they should request permission from the copyright owner.
- All pages are prohibited from containing:
    a. advertising material promoting the sale of commercial or noncommercial products

or services (pages created on commercial sites, e.g., schoolnotes.com, angelfire.com, where the advertisements are not within the staff member's control are exempt from this prohibition);

b. advertising on behalf of candidates for public office;
c. classified ads;
d. request for volunteers or services by non-profit or for-profit groups or request for donations of money, materials, or services by the same (exception: educational or district-related information); and/or
e. editorial comments of any kind.

Instruction

Instructional Resources

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ADMINISTRATIVE REGULATIONS ON
WEB SITE AND HOME PAGE DEVELOPMENT (continued) 6416AR

Publishing Student Images

- Schools will *print a general written announcement* at the beginning of the year in a communication to all parents or guardians (such as a newsletter) announcing:

  a. the routine videotaping or photographing of school concerts, assemblies, etc;
  b. these images are routinely displayed or shown in a variety of settings including, but not limited to, meetings, publications, and the school's web site; and
  c. student names are not connected with their images.

  Parents or guardians who do not want their child videotaped or photographed and those images displayed in the circumstances described are asked to contact the school principal.

- If videotaping, audio taping, or photography is planned for a more specific school setting (e.g., a classroom) a written announcement of the planned activity incorporating *both that activity and any potential future activities of a similar nature* will be sent to the parent or guardian. For example, a letter could state the following:

  During the week of October ____, _____, the students and I will be videotaping their presentations of essential questions they have developed and research they have conducted on life in the rain forest. Students will use these videos to conduct a self-

evaluation of their performance.

This is the first time this year I will be using videotape, audiotape, or photography in my class. However, from the date of this activity forward I will be utilizing these media in a variety of instructional activities within this class during the remainder of the year. The images are routinely displayed in a variety of settings including, but not limited to, meetings, publications, and the school's web site. Student names are not connected with their images. *If you do not permit your child to have his or her image recorded and displayed please let me know, in writing, and I will honor your wishes during this project and for the remainder of the year*.

I look forward to the beneficial use of videotape in evaluating our upcoming presentations and hope you will let your child participate.

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ADMINISTRATIVE REGULATIONS ON
WEB SITE AND HOME PAGE DEVELOPMENT (continued) 6416AR

Publishing Student Images (continued)

- In certain circumstances, it may be desirable to display a student's image in a publication or on the school's web site with his name, such as when an award is given. Publishing a student's image with his name requires **express written permission** from the parent or guardian.
- This provision of seeking prior permission does not apply to school yearbooks, school newspapers, or images published by the working press. However, if a parent or guardian has a concern about the publication of a student's image in those settings, that concern should be brought to the school principal.

Publishing Student Names

- Recognizing a student's accomplishments through appropriate publicity shares the good news of a student's achievement and can build or reinforce his positive self-image. This publicity often takes the form of publishing student names on building bulletin boards, in newsletters, and increasingly, on classroom and school web pages.

The following guidelines cover the most common circumstances under which students' names may be published:

a. Full names may be printed or posted alone or in lists for performances, memberships, awards, accomplishments, and other similar circumstances as long as there is no correlation with an accompanying student picture without prior permission.

b. When original student work is printed or posted without an accompanying student picture, a student's first name and, if necessary for clarification, grade designation may be cited (e.g., Kathy, grade 7A; John, grade 4E) with prior notification (school general written announcement).

c. If it is deemed desirable to display a student's image, his name may not be associated with that picture without **express written permission** from the parent or guardian.

CREF 1145AR

8/27/04

Instruction

Instructional Resources

Equipment, Books, and Materials

STUDENT INTERNET USE 6417

Uses of electronic communication systems allow unprecedented opportunities for students to communicate, learn, access, and publish information. The district believes that the resources available through this network and the skills that students will develop in using it are of significant value in the learning process and student success in the future. These new opportunities also pose new challenges including, but not limited to, ready access for all students, age-level appropriateness of some material available through networks, security of the electronic communications system, and cost of maintaining increasingly complex networks. The district will endeavor to ensure that these concerns are appropriately addressed.

The district grants access to the network and the Internet by users only for the educational activities authorized under the administrative regulations including guidelines, procedures, and

the specific limitations contained in this document.

To the extent that it is practical and prudent, the district will provide training and procedures that encourage the widest possible access to electronic information systems and networks by students, staff, and patrons while establishing reasonable controls for the lawful, efficient, and appropriate use and management of the system.

Legal Reference: Connecticut General Statutes 53a-182b
Harassment in the first degree: class d felony (as amended by PA 95-143)

CREF 5335

Approved 8/27/04

Instruction

Instructional Resources

Equipment, Books, and Materials

ADMINISTRATIVE REGULATIONS ON
STUDENT INTERNET USE **6417AR**

Procedures for Student Use of the Internet

The rich sources of information available on the Internet hold the promise of greatly enhancing the quality of education available to all students. Therefore, upon completion of the application process, Internet access will be made available to students in the Fairfield Public School District for the purposes of communication, research, and education. It is our intention to provide an Internet environment that is safe and appropriate for the maturity level and need of student users. The degree of access to the Internet will be dependent upon the age of the students. The following are suggested guides for Internet use at various levels.

- Grades K-3: Limited use for specific projects by teacher request. Web site navigation will be guided as much as possible by the use of specific bookmarks.
- Grades 4-5: Use will be project-focused, teacher-directed, and adult-supervised. Web site navigation will be guided as much as possible by the use of specific bookmarks.

- Grades 6-8: Use will be teacher-directed and adult-supervised. Web sites will not be limited, but student use will be monitored.
- Grades 9-12: Students will have independent use, but on-line computers will be supervised by staff. World Wide Web sites will not be limited.

Teachers at any grade level may request student Internet registration for class or individual projects. However, registration and Internet use cannot be a course requirement. Secondary students may initiate electronic mail accounts for themselves, but will need a teacher's signature to complete the process. Elementary students must have the approval of their classroom teacher or building administrator to request an Internet electronic mail account.

In addition to suggesting regulation of Internet access, the following steps will be taken to develop and create more informed and responsible student users:

- the *Network Code of Conduct*, which describes the conditions of use and student expectations, will be prominently posted in each building;
- rules related to Internet use will be included in each building's student and staff handbooks;
- student-designed posters promoting appropriate use of the Internet will be displayed in schools; and

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ADMINISTRATIVE REGULATIONS ON
STUDENT INTERNET USE (continued) 6417AR

- staff development opportunities will be provided to increase the skills of district personnel who will be working with students on the Internet.

The district will endeavor to provide a safe and wholesome Internet environment. However, a clever network user may be able to find ways to circumvent Internet access limits and controls. For that reason, parents or guardians will be warned of the potential availability of offensive material on the Internet, and both students and parents or guardians will be advised that the student is ultimately responsible for his own conduct on the Internet. **Misconduct will result in loss of access and/or other appropriate disciplinary action.**

CREF 5335AR

8/27/04

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INTERNET ACCEPTABLE USE: FILTERING 6418

The Board of Education of the Fairfield Public Schools has a responsibility to:

- enable students to utilize the Internet and participate in the increasingly information-based society of today;
- enable students to cope with the wide range and volume of material available through the Internet; and
- comply with the laws governing Internet use by minors.

Therefore a system designed to filter out Internet sites with content considered unacceptable and inappropriate for student viewing will be utilized. This filtering system shall be in addition to all other efforts utilized to help ensure student access to approved educational materials.

Filtering should only be viewed as one of a number of techniques used to manage students' access to the Internet and encourage acceptable usage. It should not be viewed as a foolproof approach to preventing access to inappropriate material.

Filtering will be used in conjunction with:

- educating the students and staff to be "net-smart";
- requiring permission from the parents or guardians;
- utilizing acceptable use agreements and a *Network Code of Conduct* which prohibit the following:
    - § using obscene or defamatory language;
    - § damaging computers, altering computer systems, or computer networks;
    - § violating copyright laws;
    - § accessing offensive messages or pictures;
    - § using another's password;

§ giving out one's name, address, or phone number;
§ trespassing in another's folders, work, or files;
§ using another's folders, work, or files; and
§ intentionally wasting limited resources;

- prohibiting use of the network for commercial purposes;
- supervising students in a manner that is appropriate to their grade and is consistent with district grade level *Guidelines for Internet Use*; and
- employing disciplinary measures appropriate to the offense if violations of regulations occur.

Approved 8/27/04

Instruction

Instructional Resources

INSTRUCTIONAL RESOURCES FOR TEACHERS 6420

SURVEYS OF STUDENTS 6421

Surveys can be a valuable resource for schools and communities in determining student needs for educational services. When a survey is used, every effort should be made to ask questions in a neutral manner to ensure the accuracy of the survey.

Administrators, teachers, other staff members, and the Board of Education may use surveys for many purposes. Such purposes may include, but are not limited to, the need for student services, the determination of prevailing views pertaining to proposed policies and/or practices, or the determination of student knowledge and/or attitudes related to a specific subject or units. These are examples of surveys and not intended to be an all-inclusive listing. Administrative approval is required for surveys. Responses will not be used in any identifying manner.

Surveys used in any experimental program or research project will be subject to the requirements of Policy 5535 Research Involving Students. Parents or guardians shall have the right to inspect all instructional material that will be used for a survey, analysis, or evaluation.

Any survey that includes references to any of the factors listed below must receive Board of Education approval prior to being administered. In addition, no student may, without parental or

custodial consent, take part in a survey, analysis, or evaluation that reveals information concerning:

- political affiliations or beliefs of the student or the student's parent or guardian;
- mental or psychological problems of the student or the student's family;
- sexual behavior or attitudes;
- illegal, anti-social, self-incriminating, and demeaning behavior;
- critical appraisals of other individuals with whom respondents have close family relationships;
- legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program); or
- religious practices, affiliations, or beliefs of the student or the student's parent or guardian.

Instruction

Instructional Resources

Instructional Resources for Teachers

SURVEYS OF STUDENTS (continued) 6421

Surveys conducted for other agencies, organizations, or individuals must have the recommendation of the Superintendent of Schools and the approval of the Board of Education as to content and purpose. The results of such approved surveys must be shared with the Board of Education.

Parents or guardians shall have the right to inspect, upon their request, a survey created by a third party before the survey is administered or distributed by a school to a student.

Survey results must be shared with all parties who request such information.

Parents, guardians, or students eighteen (18) or older, have the right to opt the student out of participation in the collection, disclosure, and use of personal information gathered from students

for the purpose of marketing or selling that information. This opt-out notification must be provided by the parent or guardian in writing.

Parents or guardians shall be notified of this policy at the beginning of each school year and when enrolling students for the first time in district schools.

CREF 1470

Approved 8/27/04

Instruction

Instructional Resources

Instructional Resources for Teachers

CURRICULUM PROGRAM LEADERS 6422

Program leaders may be provided to assist staff in curriculum development and new program implementation according to curriculum programs in Board Policy 6210 Areas of the Curriculum.

Approved 8/27/04

Instruction

Instructional Resources

Instructional Resources for Teachers

TESTING 6423

Appropriate standardized tests, as well as criterion-referenced tests, where applicable, shall be

administered to designated grade levels to provide data for educational planning and to assess student learning. Further, the Fairfield Public Schools shall be in compliance with all federal and Connecticut laws regarding administration of Connecticut Mastery Tests and the Connecticut Academic Performance Test.

Legal Reference: Connecticut General Statutes 10-14n Statewide mastery examination

Approved 8/27/04

Instruction

Instructional Resources

INSTRUCTIONAL RESOURCES FOR STUDENTS 6430

System-wide services shall be provided in areas designated by the Board in order to supplement and enrich the basic educational program.

Approved 8/27/04

Instruction

Instructional Resources

Instructional Resources for Students

LIBRARY MEDIA CENTERS 6431

Library Media Centers shall be made available to all students.

Library Materials Selection

The Board of Education delegates authority for the selection of library media materials through the Superintendent of Schools, to the building principals, and then to the library media specialists for those materials housed in the Library Media Centers at the building level and to the Superintendent or designee and the Library / Media Coordinator K-12 for those materials selected for distribution on the system level. The word material, as used in this policy statement, includes: books, periodicals, pamphlets, pictures, films, videos, computer software, audio recordings, multimedia CD-ROMs, and all other materials, print and non-print, which are used by the students and faculties of the Fairfield Public Schools and stored within the school facilities.

Legal Reference: Connecticut General Statutes
10-18a Contents of textbooks and other general instructional materials
10-229 Change of textbooks

Approved 8/27/04

Instruction

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INDIVIDUAL SERVICES AND DIAGNOSTIC COUNSELING 6440

GUIDANCE 6441

Guidance services shall be provided to help each student identify and develop his potential ability to the full extent of his capacity.

Legal Reference: Connecticut General Statutes 10-21 Vocational guidance

Approved 8/27/04

Instruction

Instructional Resources

Individual Services and Diagnostic Counseling

SPEECH, LANGUAGE, AND HEARING 6442

Speech, language, and hearing instruction shall be provided to develop and promote the understanding and use of spoken language and improve the speech and hearing skills of students having difficulty.

Approved 8/27/04

Instruction

Instructional Resources

Individual Services and Diagnostic Counseling

HEALTH 6443

EXAMINATION OF STUDENTS 6443.1

Parents or guardians have the right to opt their child out of any non-emergency, invasive physical examination or screening that is required and administered by the school, as a condition of attendance, which is not necessary to protect the immediate health or safety of the student or other students, and not otherwise permitted or required by the state law.

The term “invasive physical examination” means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

Approved 8/27/04

Instruction

CURRICULUM EXTENSIONS **6500**

PROGRAM ADAPTATIONS / ALTERNATIVE PROGRAMS **6510**

SPECIAL EDUCATION **6511**

Provisions in the instructional program shall be made for those students whose intellectual, social, physical, or emotional development needs are not being met in the regular program.

Legal Reference: Connecticut General Statutes
1076a Definitions (as amended by PA 00-48)
10-76b State supervision of special education programs and services
10-76c Receipt and use of money and personal property
10-76d Duties and powers of boards of education to provide special education programs and services (as amended by PA 97-114 and PA 00-48)
10-76e School construction grant for cooperative regional special education facilities
10-76f Definition of terms used in formula for state aid for special education
10-76g State aid for special education
10-76h Special education hearing and review procedure. Mediation of disputes (as amended by PA 00-48)
10-76i Advisory council for special education
10-76j Five-year plan for special education
10-76k Development of experimental education programs
State Board of Education Regulations
10-76m Auditing claims for special education assistance.
10-76a-1 et seq. Definitions (as amended by PA 00-48)
10-76b-1 through 10-76b-4 Supervision and administration
10-76d-1 through 10-76d-19 Conditions of instruction
10-76h-1 through 10-76h-2 Due process
10-76l-1 Program evaluation
10-145a-24 through 10-145a-31 Special Education (re teacher certification)
10-264l Grants for the operation of inter-district magnet school programs
34 CFR 3000 Assistance to States for Education for Handicapped Children
American with Disabilities Act, 42 USC §12101 et seq.

Individuals with Disabilities Education Act, 20 USC §1400 et seq.
Rehabilitation Act of 1973, Section 504, 29 USC §793

Approved 8/27/04

Instruction

Curriculum Extensions

Program Adaptations / Alternative Programs

GIFTED STUDENTS **6512**

Provisions shall be made to identify those students who have extraordinary intellectual competence or outstanding arts ability and creativity. Programs shall be provided to meet their needs.

Legal Reference: Connecticut General Statutes
10-76a(e) Definitions
10-76d(e) Duties and powers of boards of education to provide special education programs and services

Approved 8/27/04

Instruction

Curriculum Extensions

Program Adaptations / Alternative Programs

HOME SCHOOLING **6513**

Educational Instruction Under Parental Direction

The State Board of Education acknowledges the right of parents or guardians to instruct their

children at home as an alternative to public school attendance. The State Board advises local and regional Boards of Education to acknowledge home instruction when the parent or guardian of a child between the ages of seven (7) and sixteen (16) is able to show that the child is receiving equivalent instruction to that provided in the public schools.

Section 10-220 of the Connecticut General Statutes requires the Fairfield Public Schools to "… cause each child five years of age and over and under eighteen years of age who is not a high school graduate and is living in the school district to attend school in accordance with the provisions of Section 10-184…"

Section 10-184 of the Connecticut General Statutes requires that parents or guardians of children five (5) years of age and over and under eighteen (18) "…shall cause such child to attend a public school regularly during the hours and terms the public school in the district in which such child resides is in session…" or "…is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools."

If the parents or guardians wish to educate their child in their home, they must show equivalency as described in Section 10-184, and the Superintendent or designee must determine whether or not such a child is receiving equivalent instruction as required by Section 10-220.

The following procedures are established for parents or legal guardians who wish to educate their children at home.

- Parents or guardians must file with the Superintendent of Schools a State Department of Education developed *Notice of Intent Instruction of a Student at Home Form*, which provides basic information about the program to be provided to their child. A *Notice of Intent Instruction of a Student at Home* will be effective for up to one (1) school year.

- Filing must occur within ten (10) days of the start of the home instruction program.

Instruction

Curriculum Extensions

Program Adaptations / Alternative Programs

HOME SCHOOLING (continued) 6513

- The school district will receive the *Notice of Intent Instruction of a Student at Home*, check it for completeness, and keep it as part of the district's permanent records. A

complete form will be one that provides basic information including name of teacher, subjects to be taught and days of instruction, and the teacher's method of assessment.

- In filing a *Notice of Intent Instruction of a Student at Home*, a parent or guardian acknowledges full responsibility for the education of their child in accordance with the requirements of state law. Receipt of a *Notice of Intent Instruction of a Student at Home* in no way constitutes approval by a school district of the content or effectiveness of a program of home instruction.

- An annual portfolio review will be held with the parent or guardian and school officials to determine if instruction in the required courses has been given.

- Continued refusal by the parent or guardian to comply with the reasonable request of the school district for completion and filing of the *Notice of Intent Instruction of a Student at Home* or to participate in an annual portfolio review may cause the child to be considered truant.

Legal Reference: Connecticut General Statutes
10-4 Duties of (state) board
10-4m Development and submission of education evaluation and remedial assistance plan. Contents of plan
10-14n Ninth grade statewide proficiency exam: conditions for reexamination. Limitations on use of test results
10-15 Towns to maintain schools
10-16 Length of school day
10-16b Prescribed courses of study
10-184 Duties of parents
10-185 Penalty
10-220 Duties of boards of education

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Instruction

Curriculum Extensions

HOMEBOUND INSTRUCTION 6520

Students who are unable to attend school because of illness or other recognized disabilities shall be provided home instruction. In order to qualify for homebound instruction, the period of consecutive absences from school must equal or exceed ten (10) school days.

In accordance with Connecticut General Statutes and upon recommendation of the school medical advisor, or other licensed physician, the Board of Education shall provide tutoring for homebound students.

No teacher during the school year shall accept remuneration for tutoring students in his class unless the student is designated as a homebound student and the tutor is employed by the Board of Education.

Legal Reference: Connecticut General Statutes
10-76d Duties and powers of boards of education to provide special education programs and services
10-233a et seq. Exclusion

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Instruction

Curriculum Extensions

SUMMER SCHOOL 6530

Summer school instruction may be provided in the areas of remediation, creative arts and enrichment, or advanced study. Tuition may be charged for all summer school programs. The administration shall conduct the summer school program in accordance with Connecticut General Statutes, in that the aggregate of summer school fees shall not exceed the cost of such program, except that the Board of Education may, at its discretion, waive charges for any individual student for any good and sufficient reason.

Review

The administration may conduct a summer program for students in need of a review of previously studied curriculum, or for those desiring to strengthen themselves in the basic skills.

Creative Arts

The administration may conduct a summer program for those desiring improvement in the skills in the creative arts areas, or those interested in acquiring a greater appreciation of the arts.

Advanced Studies Program

The administration may conduct a summer program for the academically talented students who are interested in acquiring more knowledge and skills in the basic subjects at an accelerated pace.

Legal Reference: Connecticut General Statutes 10-74a Summer courses

Approved 8/27/04

Instruction

Curriculum Extensions

ADMINISTRATIVE REGULATIONS ON
SECONDARY SUMMER SCHOOL 6530AR

The following Administrative Regulations will govern the administration of the Fairfield Public Schools Secondary Summer School.

Attendance in summer school is an earned privilege not a right. Class attendance during the regular school year is a major factor in determining whether a student qualifies for summer school.

Students requiring credit for a make-up / review course must take the course in Fairfield's summer school, unless the course is not offered in Fairfield.

8/27/04

Instruction

Curriculum Extensions

WORK-STUDY PROGRAM 6535

Provisions may be made in the instructional program to provide curriculum-related work-study experiences for secondary school students in area businesses and industries.

Legal Reference: Connecticut General Statutes
10-221 Board of education to prescribe rules, policies, and procedures as amended by PA 97-290
10-265a Definitions
10-265b State grants for vocational educational equipment

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Instruction

Curriculum Extensions

EXTENDED EDUCATION 6540

Advanced educational programs at the secondary level may be offered to those students whose achievement demonstrates that they may profit from these opportunities.

Community resources and lay involvement in these programs will be encouraged as stated in Board Policy 1230 Citizens Assistance to School Personnel.

Approved 8/27/04

Instruction

Curriculum Extensions

HOMELESS STUDENTS **6545**

The Board shall make efforts to identify homeless children within the district, encourage their enrollment, and eliminate barriers to their education in compliance with all applicable federal and state laws.

Further, it is the policy of the Board of Education that no child or youth shall be discriminated against or stigmatized in this school district because of homelessness. Homeless students, as defined by federal and state statutes, residing within the district or residing in temporary shelters in the district are entitled to free school privileges.

Homeless students within the district remain the district's responsibility to provide continued educational services. Such services for the child may be:

- continued in the school ("school of origin") that the student attended when permanently housed or the school of last enrollment; or
- provided in the school that is attended by other students living in the same attendance area where the homeless child lives.

To the extent feasible, a homeless child will be kept in the school of origin, unless it is against the wishes of the parent or guardian.

Homeless children shall be provided educational services that are comparable to those provided to other students enrolled in the district, including but not limited to, Title I, transportation services, compensatory educational programs, gifted and talented, special education, ESL, health services, and food and nutrition programs.

The Superintendent of Schools or designee shall refer identified homeless children under the age of eighteen (18) who may reside within the school district, unless such children are emancipated minors, to the Connecticut Department of Children and Families.

The district administration shall attempt to remove existing barriers to school attendance by homeless emancipated minors and youth eighteen (18) years of age:

- The selected school for the homeless child shall enroll the child, even in the absence of records normally required for enrollment. The last school enrolled shall be contacted to obtain records.

Instruction

Curriculum Extensions

HOMELESS STUDENTS (continued) 6545

- Other enrollment requirements that may constitute a barrier to the education of the homeless child or youth may be waived at the discretion of the Superintendent or designee. If the district is unable to determine the student's grade level due to missing or incomplete records, the district shall administer tests or utilize other reasonable means to determine the appropriate grade level for the child.

- Fees and charges, which may represent a barrier to the enrollment or transfer of a homeless child or youth, may be waived at the discretion of the Superintendent or designee.

- Transportation services must be comparable to those provided other students in the selected school. Transportation shall be provided to the student's school of origin in compliance with the federal and state regulations.

- Official school records, policies, and regulations shall be waived at the discretion of the Superintendent or designee in compliance with federal statutes.

- The district shall make a reasonable effort to locate immunization records from information available. The district's liaison shall assist the parent or guardian in obtaining the necessary immunizations and records. The district shall arrange for students to receive immunizations through health agencies and at district expense if no other recourse is available. Immunizations may, however, be waived for homeless youth only in accordance with the provisions of Board of Education Policy 5512_Immunizations.

- Other barriers to school attendance by homeless children or youth may be waived at the discretion of the Superintendent of Schools or designee.

The district's educational liaison for homeless children shall be the Director of Special Education and Special Programs.

Students residing in a temporary shelter are entitled to free school privileges from the district in which the shelter is located or from the school district where they would otherwise reside if not for the placement in the temporary shelter. The district in which the temporary shelter is located shall notify the district where the student would otherwise be attending. The district so notified may choose to either:

- continue to provide educational services, including transportation between the temporary shelter and the school in the home district; or
- pay tuition to the district in which the temporary shelter is located.

Instruction

Curriculum Extensions

HOMELESS STUDENTS (continued) 6545

The Superintendent or designee shall ensure compliance with applicable statutes in the implementation of this policy.

Legal Reference: Connecticut General Statutes
10-253(e) School privileges for children in certain placements, nonresident children and children in temporary shelters
17a-101 Protection of children from abuse. Reports required of certain professional persons. When child may be removed from surrounding without court order.
17a-102 Report of danger or abuse
17a-103 Reports by others
17a-106 Cooperation in relation to prevention, identification, and treatment of child abuse and neglect
46b-120 Definitions
McKinney-Vento Homeless Assistance Act (PL 107-110, Section 1032

CREF 5126

Approved 8/27/04

Instruction

Curriculum Extensions

MIGRANT STUDENTS 6550

The Superintendent or designee shall develop and implement a program to address the needs of migrant children in the district.

This program will include a means to:

- Identify migrant students and assess their educational and related health and social needs.
- Provide enrollment for migrant students based on their residence.
- Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs, and elective classes.
- Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
- Provide advocacy and outreach programs to migrant children and their families and professional development for district staff.
- Provide the parent or guardian an opportunity for meaningful participation in the program.

Education Program for Parent or Guardian of Migrant Students

Parents or guardians of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the program for their children.

Parents or guardians of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

Legal Reference: No Child Left Behind Act of 2001, §1301 et seq., 20 USC §6391 et seq., 34 CFR §200.40-200.45

CREF 5127

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Instruction

Curriculum Extensions

PRINTED MATERIAL TO STUDENTS TO TAKE HOME 6555

The building administrator has the responsibility to review and approve or disapprove printed material proposed for distribution to students to take home if the material pertains only to that

single site. The Superintendent shall designate a district-level staff member to review and approve or disapprove printed material proposed for distribution to students to take home if the material is intended for more than one (1) site.

Printed material distributed to students to take home shall involve only activities or opportunities provided or sponsored by a non-profit / not-for-profit entity, organization, or governmental agency. The name of the non-profit / not-for-profit organization or governmental agency must be clearly stated on the printed material along with the organizations or agency's telephone number for inquiries. All material to be taken home by students shall extend the curriculum of the Fairfield Public Schools or broaden the cultural life of students.

The reproduction of approved material(s) is the responsibility of the sponsoring group.

Commercial material, advertisements, or material generated by an individual that is not sponsored by a non-profit / not-for-profit entity, organization, or governmental agency shall not be distributed via the students.

Legal Reference: Connecticut General Statutes 9-369b Explanatory text relating to local questions

CREF 1140

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Instruction

ADULT AND CONTINUING EDUCATION 6600

The Board encourages an adult and continuing education program that is rich, stimulating, and diverse, and provides enhancement experiences for the entire community. Classes in adult and continuing education shall be provided according to Connecticut General Statutes.

Residents of the Town of Fairfield and others will be charged registration and course fees established annually by the Board except as provided below:

- No registration fee will be charged to handicapped adults as defined by the State Board of Education.

- No registration fee will be charged to enrollees in adult basic elementary, secondary, or English as a Second Language courses.

- A reduced registration fee may be charged to senior citizens sixty-two (62) years of age or older.

Legal Reference: Connecticut General Statutes
10-69 and 10-73a Adult education
10-71 and 10-71a State grants for adult education programs
10-73b Grants for adult education services of programs conforming to state plan
10-73c Basic adult education programs
PA 96-244 An Act Concerning Technical Revision to the Education Statutes
PA 97-290 An Act Enhancing Choices and Opportunities

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